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Preparing the Mind.

Every experienced teacher knows that one great hindrance to a pupil's progress is the fact that he is not interested in the instruction given. He listens to oral explanation, but it is not impressed by it; he reads the text of the lesson and gathers no meaning from it; he even commits everything in the book relating to a subject, and has still no apprehension of its facts and principles. Students familiar with rules of grammar, use "shocking bad" language; able to recite algebraic formulas, are puzzled to apply them; may be acquainted with a vast array of facts in history and be none the wiser for it. Students may even pass through college and have no real knowledge of the subjects they have studied.

The reason of this is to be found partly in the mental constitution of students; some are naturally stupid. But in most cases it is to be traced to a defect in the method of teaching. The teacher, not the pupil, is usually at fault. The mind is gifted with a natural desire to know; an instinctive curiosity; an impulse that only needs proper guiding to carry it on through a long life of constantly increasing knowledge, and a growing interest and satisfaction therein. Sometimes the fault lies with the parent, and the teacher finds on his first acquaintance with the pupil, that his natural thirst for knowledge has been in part extinguished, the sharpness of his faculties dulled, or at least, that the sphere in which the child has grown up has been so barren of educative influences, of agencies calculated to draw out the mind, and of knowledge suited to its wants and capacities, that his mind is dwarfed and stunted.

There is a general principle applicable to all these cases, a principle of great utility and yet often not understood, or if understood, neglected. It may be stated in a general way thus: No instruction should be given until the mind of the student is prepared to receive it. The teacher should consider not only the age and natural endowments of the pupil, but his previous training, his mental habits, and the precise state of his mind at the moment the instruction is given.

Passing over all those questions pertaining to subjects best suited to different ages, and the order of succession of studies, I will allude only to the matter of so stimulating the pupil's mind that he shall become interested in his work, and prepared to prosecute his studies efficiently. I shall speak more particularly of teaching in higher grades.

The object to be attained is the arousing of the faculties of the student so that he shall become interested in the subject under consideration, able and willing to put forth earnest endeavors to master it, and prepared to understand, appreciate, enjoy, assimilate, and use the instruction communicated. There are many ways of doing this. One is by the question. This was most skillfully used by the great mas-

ter, Socrates. By a series of interrogatories he managed to lead his pupil step by step, until he found himself embarrassed, felt the ground giving way under his feet, saw the necessity of effort, thought; realized the insufficiency of his own knowledge, and the exceeding desirableness of a more extensive or accurate acquaintance with the matter in hand. There are no rules according to which one may become master of this art. The Socratic spirit, however, may be imbibed by a profound study of Plato's Dialogues.

Illustrating is another means of awakening interest and preparing the mind for the reception of truth. The great Teacher has set us an example of so using illustrations as to prepare all classes of minds, from the crowd that thronged him, to the cautious savant that sought him by night, for the reception of truths of the highest import.

Another means is exemplified by Paley in the preface to his Moral Science, quoted by Bain. He says that finding that solutions or grave moral difficulties were not understood or remembered by his pupils—students in the university—he adopted this principle in writing his book: "Upon each occasion I have endeavored, before I suffered myself to proceed, to put the reader in complete possession of the question; and to do it in a way that I thought most likely to stir up his own doubts and solicitude about it." The novelist, in order to throw all possible attraction about the denouement of his story, and heighten the effect of the happy issue of his hero, first plunges him into difficulties, awakens the sympathies of the readers for the hero's sufferings, and stimulates them to imagine all possible contrivances for his extrication and relief. His success is measured by the depth of interest he awakens.

Cicero's habit, in preparing himself for arguing a case in court, was to study the opposite side, and thus, by identifying himself with his opponent and taking into his own consciousness the feeling of security in his position felt by his adversary, and realizing from that point of antagonism the weakness of his own position, he was stimulated to the utmost possible preparation, so that he did not underrate the strength of his adversary, nor overrate his own, and was never surprised by unexpected attacks, nor unprepared with a suitable defence. The teacher may often, by putting the opposite side of a question before the mind of a student, or by inducing him to do it for himself, excite a state of mind admirably suited to receive and remember the presentation of truth.

Setting the student to do work which will involve more knowledge and skill than he possesses, will serve a good purpose. A student never learns grammar, rhetoric, or logic so quickly as where set to composing, and having his productions submitted to searching criticism. I once taught a class in General History, and began by assigning topics for essays—to one, the Jews; to another, Rome; to another, Greece, &c. I then began to question them as to what are the points to be attended to in gathering your material? What are the sources of information? What method will you pursue in study? What principle will you follow in selecting and arranging your materials? &c., &c. The class spent a year in enthusiastic, profitable study of history, and laid a foundation on which some of them will build for a lifetime. I find no better way in which to arouse students under my charge, in a theological seminary, to an eager study of homiletics, than to set them either to writing sermons for criticism, or to writing essays on the various topics suggested by sermon making.

One of the most instructive exeges and inspiring teachers in this country used to stop in the midst of some spiritual exposition of the epistles to the Romans, and ask us, Now what would you say next if you were writing this epistle? How would you express yourself? Thus set thinking what could be said, what ought to be said, and what probably would be said, or what logically must be said, we were pre-

pared to read and understand just what we said.

I repeat, then, that the teacher has a most important work to do in preparing the mind of the pupils for the reception of the instruction communicated by himself or by the text book used. He has no greater work than this. Preparing the soil for the reception of seed is a necessity in farming, and there can be no successful husbandry without it. Neither can there be any successful teaching without this preliminary work.—*Neb. Teacher.*

The Kindergarten.

The first gift consists of a box containing six soft worsted balls of the different primary and secondary colors. These balls should be so used that the child will learn through actual experience all their essential characteristics, both in rest and in motion, in their relation to each other, and in their relation to himself.

The second gift, which consists of a hard ball, a cube, and a cylinder, involves at its basis recognition of the truth that in order to clear knowledge there must be comparison, or, in other words, that we only learn what a thing *is* by learning what it *is not*. Therefore, to complete the child's knowledge of the ball, he must compare it with something else, and as his powers are too weak to discern slight divergences, he needs an object which presents to it the completest possible contrast. This we find in the cube. Instead of the unity of the ball, we have in the cube variety; instead of the simplicity of the ball, we have in the cube complexity; instead of unvarying uniformity of the ball, we have in the cube an object which changes with every modification of the position, and every acceleration of movement—instead of the ready movability of the ball, we have in the cube an object which, as it were, embodies the tendency to repose.

The cylinder forms the connecting link between the ball and the cube. Like the ball, it is round, and without corners, and like the cube, it has sides and edges. It contains the ball, and is contained by the cube, and it unites the movability of the one with the fixity of the other.

In the third gift, which consists of a cube divided once in every direction, giving eight smaller cubes, we pass from contrasts of form to contrasts of size. This gift, considered as a whole, is identical with the cube of the second gift, but through its divisions it enables the child to grasp inner conditions as well as external appearance, leads from the conception of a simple unit to the elements of which such unit is composed, thus paving the way for rational analysis. And as every analysis should end in a synthesis, by their recombination into the original whole, or by the production of a new whole, of which each small cube is again an essential part. Thus the third gift meets the instinctive craving of the child to find out what is inside of things, and at the same time, through the number and variety of its possible transformations, it satisfies and stimulates the creative powers. This gift is also excellently adapted to give children definite ideas of number, and only those who have seen the little calculators making all possible combinations of their eight cubes, can understand how the experience thus obtained will simplify arithmetic, and make it a pleasure instead of a torture, alike to teacher and pupil.

The fourth gift, like the third, is a divided cube, but in its subdivision we have blocks, whose sides are oblongs instead of squares. And whereas, in the small cubes of the third gift, the length, breadth, and thickness were equal, the parallelopipeds of the fourth gift are twice as long as they are broad, and twice as broad as they are thick. Thus the three dimensions of space implied in the third gift are emphasized in the fourth, and all the possibilities latent in the former are actualized in the latter.

As all development moves from the simple to the complex, and as in the child what is new unfolds from the old, so in the Kindergarten gifts which are intended to be an objective counterpart of this subjective process, we find each new gift contains all that existed in the previous gifts, with the addition of elements which they implied, but did not realize. Thus in the fifth gift we again have the cube—this time, however, the cube is larger—the number of its parts is greatly increased and by dividing some of the smaller cubes, the triangular form is introduced. A greatly increased amount of material is thus put into the hands of the child, and alike in extended numerical relations, in variety of fundamental forms, and in adaptability to creative purposes, this gift is an advance upon its predecessors. With the sixth gift, which is a cube of the same size as the fifth, but differs in its subdivisions, we complete the series of solid forms.

Education, however, must move not only from the simple to the complex, but from the concrete to the abstract. Hence in Frebel's seventh gift we pass from the solid to the surface, and give to the child first squares, and then the different kinds of triangles. To preserve the connection of the gifts and to derive the surface, as, logically, it must be derived from the solid, the square is represented as the embodied side of the cube.

From what has been said, the following points are clear. 1. That the method of procedure—by which the successive links in the series are obtained, is strictly analytical. Thus, by analysis of the solid we obtain the surface, by analysis of the surface the line, by analysis of the line the point.

2. That in using these gifts the child effects no transformation of material—he neither adds to, diminishes, nor modifies what is given him, but simply classifies, combines, and arranges the elements he receives.—*Western Journal of Education.*

RECITATIONS.

Goose Wings.

Mamma, there was something so funny
Occurred in the garden to-day.
Little Mabel and I were both playing
Our hoydenish games, as you say,
When cook, on the kitchen-steps, called me
And of all most remarkable things,
Now what do you think that she gave me
But a very large pair of goose-wings!
Well, as soon as I had them, this fancy
Presented itself on the spot:
"Suppose they were tied to my shoulders,
Why, then I could fly—could I not?"
"So I whipped out some string from my pocket,
Which often is full of old strings,
And very soon after, behold me
With a beautiful pair of white wings!
And then I ran round through the garden
And made many efforts to fly.
Till dear little Mabel surprised me
By sadly beginning to cry!
"Now, what is the matter?" I asked her,
While she cried and kept hiding her head.
But at length in a voice of great sorrow,
The poor little innocent said:
"Oh, Jenny, it does seem so dreadful
To look at you trying to fly!
I'm afraid it's a sign God will make you
Turn into an angel and die!"
Then I laughed a good deal at her nonsense,
But she wouldn't stop crying—not she!
Till I suddenly hit on an idea
That put her in quite a great glee!
For I whispered: "I can't be an angel;
My character, dear, doesn't suit.
Don't you see, I'm so awful a vixen
That the goose-wings refuse to take root?"
—EDGAR FAWCETT.

If We Had but a Day.

We should fill the hours with the sweetest things,
If we had but a day;
We should drink alone at the purest springs
In our upward way;
We should love with a life time's love in an hour
If the hours are few;
We should rest, not for dreams, but for fresher power;
To be and to do.

We should guide our wayward or wearied wills
By the clearest light;
We should keep our eyes on the heavenly hills
If they lay in sight;
We should trample the pride and the discontent
Beneath our feet;
We should take whatever a good God sent
With a trust complete.
We should waste no moments in weak regret
If they were but one,
If what we remember and what we forgot
Went out with the sun;
We should be from our clamorous selves set free
To work or to pray,
And to be what the Father would have us to be,
If we had but a day.

Both Sides.

A man in his carriage was riding along,
A gaily dressed wife by his side;
In satin and laces she looked like the queen,
And he like a king in his pride.
A wood sawyer stood on the street as they paused;
The carriage and couple he eyed;
And said, as he worked with his saw on a log,
"I wish I was rich and could ride."
The man in the carriage remarked to his wife,
"One thing I would give if I could—
I'd give my wealth for the strength and the health
Of the man who sawed the wood."
A pretty young maid, with a bundle of work,
Whose face as the morning was fair,
Went tripping along with a smile of delight,
While humming a love-breathing air.
She looked at the carriage; the lady she saw,
Arrayed in apparel so fine,
And said in a whisper, "I wish from my heart
Those satins and laces were mine."
The lady looked out on the maid with her work,
So fair in her calico dress,
And said, "I'd relinquish position and wealth,
Her beauty and youth to possess."
Thus it is in the world, whatever our lot,
Our minds and our time we employ
In longing and sighing for what we have not,
Ungrateful for what we enjoy.

Plain Speaking.

*Characters—Aunt JUDITH,
FLORA MAY,
SADIE.*

SCENE—Flora working on a pretty breakfast shawl.

Enter SADIE.

Sadie. Morning, Flo, I was lonesome, and so I've come to see you as usual.

Florie. Spiritual affinities. I was just wishing you would come.

Sadie. O what a darling love of a breakfast shawl! For your mother?

Flora. No; it is for Aunt Judith, who came last night to make us a visit. You see it is her birthday to-day, though I don't believe she knows it; and I am going to give her this.

Sadie. Won't she be delighted!

Flora. I hope so. I made every stitch of it myself.

Sadie. I never saw a richer shade of purple. I must make one just like it for mother.

Flora. There's the last stitch.

Sadie. Let me see you give it to her. I like to see people receive presents, they are always so pleased and grateful.

Flora. There she comes now.

Enter Aunt JUDITH, very prim and melancholy.

Flora. Good morning, Auntie, and many happy returns for its your birthday, you know.

Aunt J. I s'pose it is, if you say so. How old am I?

Flora. Why don't you know? I do. Papa is forty-three, and you are just forty.

Aunt J. Yes. Well, we haven't got to live always, thank fortin'.

Flora. Dear Aunt, will you please accept a little token of my love? (*throwing the shawl over her shoulders.*) I made it all myself.

Aunt J. (*Snatching it off.*) I hope you don't think I'd be seen wearing that thing! No, I ain't quite vain enough to wear anything so gay as that.

Sadie. Why, there's nothing gay about that; nothing but white and purple.

Flora. We thought you would like it. It is so comfortable, and—and—I took so much pains to make it. (*Putting her handkerchief to her eyes.*)

Aunt J. O, I dare say its comfortable, and seein' you made it, I'll take it, an' when I get home I'll jest make a nice dye out of logwood and dip it in, and then I guess I can wear it. I'm a plain-spoken creature, and allers say just what I think, and if everybody else did so, there wouldn't be so much deceit and dishonesty in the world.

Sadie. You don't mean that folks ought to say everything they think.

Aunt J. Yes, I do.

Sadie. Not if it hurts other people's feelings?

Aunt J. Sartain. If folks can't bear to hear the truth, its because they're so vain and consated, they think everybody thinks they're beautiful; and it does them good to take the consate out of them. Its a Christian duty.

Sadie. I try to think well and kindly of everybody.

Aunt J. While there's so much vanity in the world, I shall try to do my duty. Now, its an awful sin for you to frizzle your hair, and all those ribbons and gewgaws make you look like a peacock. Do you think anybody can be a Christian and dress in Grecian bards, and frills, and flounces, and fur-belowes?

Flora. I'm sorry I didn't know your tastes, aunty. But you see, I never saw you before and couldn't know.

Aunt J. Wal, I'm a plain-spoken cetur, an' I dress plain an' I shall talk to your father plain about bringin' you up to dress and play the pianny, when you ought to be thinking about better things. That's all. (*Exit.*)

Sadie. Well, I declare! If she ain't a specimen! Crab apples and green acorns ain't a circumstance to that woman, she's an old maid, I know.

Flora. Yes, if she had ever had any children of her own, perhaps she would be happier, and think better of young people.

Sadie. Well, it beats me how any human being can ever grow so cross, and sour and crooked as to be so shamefully ungrateful!

Flora. O, I suppose it's her way. Father said she was odd. Do you know I think she enjoys hurting other folks' feelings?

Sadie. Enjoys it? Of course she does. Her cantabout being plain-spoken is only an excuse to out rage and insult the affection and fine sensibilities of other people.

Flora. It does seem like it. And to think that she can make herself believe it is a Christian duty to make people unhappy!

Sadie. Do you know what I would do? Turn about is fair play, and I would give her a little of the same sauce. Adopt her Christian virtue of plain speaking, and tell her she is a cross, crabbed, sour old thing without a drop of human kindness in her soul, and advise her to read what St. Paul says about charity. I'd give her a lesson.

Enter Aunt J. (very much excited.)

Aunt J. O, you would, would you, you impudent little minx? (*shaking her.*) You didn't know I heard you, did you? —and you too, you desatful little jade! (*reaching for Flora.*) Pertending to think so much of yer aunt, an' then calling on me names! I'll pay you! Your pay shall hear of this! I won't be insulted in my own brother's house by two such artful little hussies as you are!

Flora. But, aunt—

Aunt J. No, you can't smooth it over with any "but, aunts." I heard you, I tell you—every word—every single ward—sour, cross, crabbed and all.

Sadie. But I thought you approved of plain speaking.—We were only expressing our candid opinion, just as you did about us.

Aunt J. And I'm a sour old maid—a crab apple—am I?

Sadie. That's the way you appear to us. Here is poor Flo had worked for two weeks on that lovely shawl—you couldn't begin to buy it for ten dollars—just to please you, and you are so cross and sour. you won't even thank her for it. If that isn't the quintessence of hatefulness, I'd like to know what is. I guess I can be as plain spoken as you can. And it shows ten times as much Christian spirit for Flo to try to make you happy, as it does for you to be so ungrateful and grumbling.

Flora. Don't, Sadie. She didn't mean to hurt my feelings.

Sadie. And darling Flo is afraid I shall hurt your feelings—just as loving and forgiving as she can be. If you had a spark of goodness or kindness left in your cross old heart, you couldn't help loving her, and you would be ashamed of yourself, and ask her forgiveness for treating her so shamefully when she is so good to you. How do you like plain speaking yourself? So, there!

Aunt J. I think you are about as saucy a piece as I've seen this many a day. That's what I think of you. But Florence is a nice dear child, and too good to a cross old creature like me (*patting her shoulders.*)

Sadie (aside). She's coming to her senses.

Flora. I don't think you are cross, auntie,—only—only—perhaps a little too austere.

Aunt J. This shawl is a beauty. I shall keep it as long as I live, to remember you by. I know I don't deserve it, dear; but I didn't mean to be ungrateful.

Sadie (aside). I thought I could make her apologize.

Flora. I don't think it is a bit too gay, aunt Judith—such a soft lovely purple!

Aunt J. Who said it was too gay? I think it is very appropriate, and I don't see how a child like you ever thought of doing such a kindness for a hateful old creature like me.

Flora. You aren't hateful. I would love you dearly if you would only let me.

Aunt J. I dare say if I had always had such a dear girl of my own, I should not be so cross. But you must not mind it, child, and when you come up to see me next summer you shall have—let me see—a party.

Sadie. And mayn't she invite me, if I won't be too plain spoken?

Aunt J. She shall invite everybody she pleases.

Sadie. Victory! I never did believe in being too plain spoken. But see what a miracle! It has made the crab apple tree blossom like the rose.

(Curtain Falls.)

—School Festival.

Empty Prizes.

A DIALOGUE FOR SIX BOYS.

Stanley. Our teacher has decided to give a prize to every boy that can prove that he excels in one thing, no matter what it may be. I am the one chosen to distribute the prizes, so schoolmates, if any of you can compete, let us see what you can do.

George. I claim a prize.

Stanley. What for?

George. I am the sweetest singer in School.

Stanley. Very well, sing us a song and let us judge.

[Sing one verse of Paddle your own Canoe, or any other appropriate verse.]

Stanley. Well done. You do deserve this prize, a piece of music. [hands music].

John. I claim a prize. I am the best in arithmetic. I have ciphered through addition, subtraction, partition, distraction, abomination, justification, amputation and creation.

Stanley. [holding up hands in astonishment]. My young friend, you certainly do deserve a prize, take therefore this slate pencil.

Chester. I am the best speaker in School, therefore I also claim a prize.

Stanley. Speak for us then.

(Chester speaks. Speech from School Festival.)

Did you ever see little John Peter? He had as pretty a face as you need to see, but he spoiled it. Shall I tell you how he spoiled it? When his mother said to him, "Now, my boy come in and get ready for school," little John Peter would begin to whine and say, "I—don't—want—to-go-to-school" When his mother would not let him have any more cake, he said "Boo hoo, I want some more cake." So by-and-by little John spoiled his pretty face and it grew all twisted up crooked, just like this. [Making face.]

Stanley. You shall be rewarded. Take this tin trumpet.

Eddie. I claim a prize because I am the best looking boy in School.

Stanley. Well, that's modest to say the least. However, lest you grow too vain your reward shall be this looking-glass without any glass in it.

Eugene. I claim a prize as the best composition writer in school.

Stanley. Very good; read us a composition then.

Composition—"Girls."

I don't like girls. Girls is different from what boys is. Girls don't play marbles and also don't play hookey. I played hookey once and got whipped for it. Girls sometimes get whipped, but not so much as boys. Girls don't learn trades like boys. When I am a man I think I shall learn to be a lawyer or a president. I think they are both very useful trades.

Stanley. Such literary ability in our school shall not go unrewarded. Take this balloon filled with choicest "gas."

(All march off bearing prizes.)

—School Festival.

THE first Dutchman who salted and preserved herrings, so as to keep them nicely, was named Beukelsoon. This name was shortened to Beukel. As the Dutch pronounce this, it sounds like pickle, and thus the word arose.

THERE missionary teachers in Japan are supported by the young ladies of Packer Institute in Brooklyn.

Education in China.

It may, perhaps, be interesting to some to know a little of the system of education that prevails in China. The respect paid to learning by the Chinese is well known; it descends to the most trifling materials employed by a scholar, so that his ink, ink slab, pencil and paper are popularly designated "the precious things." For the slightest scrap of paper that has been written on, there are receptacles in public places bearing the inscription, "Reverence and pity the character"—in which to deposit all such paper, and from which, at intervals, it is removed and burnt at the shrine of learning. Learning takes the first rank in China; its aristocracy are an aristocracy of scholars, and even military mandarins are socially inferior to the civil officers of the empire. Education in China is entirely undenominational and secular. The pupils are admonished with many a moral maxim, and the greatest respect is inculcated for the sages of past ages, but there is no connection between education and idolatry, nor are pupils, directly or indirectly, indoctrinated into the religious systems of Buddhism or Taoism. It is the influence of the home alone, and especially of the mother, that leads to the propagation of idolatry.

In the case of children of rich parents, private tutors are employed, who, in ordinary cases, receive a salary of \$50 to \$125 per year, living with the family. Where more highly educated men are engaged as tutors to the elder sons of a wealthy man, the rate of pay varies between \$250 and \$500 a year. But such men are mostly high graduates not in official employ.

Schools abound everywhere; there is not a village or a hamlet in the country without one or more schools. Some of these are opened by needy scholars on their own account, who are glad if they can earn three or four dollars a month, and often have to supplement their slender means by practising medicine, or, in the case of the very poor, by telling fortunes. Frequently, neighbors will agree to engage the services of a teacher between them, and the school is held in the house of the proposer if he has an empty room. In such cases the number of the pupils never exceeds eight or ten; while in the lower class schools, open to any who choose to attend, there are sometimes as many as thirty scholars. The Schoolmaster never employs an assistant. The fees paid in these schools vary with the age of the children or the grade of the school: for the youngest scholars perhaps a shilling a month would be a fair average of the cost of tuition for each child, while for elder ones as much as 4s to 8s. will sometimes be paid. In all cases the School fees are paid three times a year, and are accompanied with a small present of food. There are no boarding, charity or infant schools in China. Girls are occasionally educated along with their brothers by a private tutor, and an educated woman is treated with marked respect; but the very way in which a lady who can read is regarded is proof how few there are who are able to do so. There are no schools for girls, nor is it considered disgraceful for the daughters even of rich and educated men to grow up utterly ignorant.

The age at which a boy begins his education is about six years, until which age he is allowed unlimited time for play. On the morning fixed for his introduction to the school his mother brings him some poached eggs to eat, instead of his usual basin of rice, with the object of loosening the tongue and imparting wisdom, after which he is led by his father to the school. Here a servant has preceded them, bearing presents, and on their arrival the new boy is led up to a tablet or scroll hanging on the wall, on which is inscribed the name of some great sage, patron of schools and all schoolboys, and supposed to represent his spirit. Here, first the teacher, then the father and lastly the pupil, prostrate themselves in reverence, after which they advance with much solemnity to the middle of the school room, where a crimson cloth is spread on the floor, with a small bench standing in the centre. A little ceremony is again gone through here the father insisting on the teacher sitting, while he as obstinately refuses, the friendly strife being compromised at last by their both standing, one on each side, while the overawed boy bows down to the ground, this time in reverence to his teacher. Four times does he knock his head on the floor, while the schoolmaster responds by a low bow; at the conclusion of which the father and the Teacher salute each other and offer mutual apologies, the boy is shown to his seat and the regular routine of school life begins. The scholars sit at little desks or tables, each with his ink slab, pencils, and books before him, while the master sits at the end of the room. The school rooms are comfortless in the extreme. No fires in winter, windowless, no ceiling but the tiles of the roof, and no floor but the earth.

The schools are very noisy, all the children sing songs their lessons aloud.

The hours are from 9 or 10 in the morning, till 6 at night, with four or five study hours at home for the more advanced pupils. No time for play, and no holidays but a week or so New Year's, and a break of a day on public festivals.—

This constant study would be injurious were it not that all the work is routine, and the diet so very light. The pupils are each taught separately, and they have no examinations. Corporal punishment is inflicted. The first thing taught is the characters of the letters and their sounds. After the pupil can make a thousand or so, and knows the sounds, the elementary work begins. The reading is varied with writing, and the greatest care and delicacy are required in drawing the letters.

By the time a boy is twelve or fifteen years old, he can usually repeat the greater part of the principal classical books, though still ignorant of their contents; and at this age numbers naturally leave school and enter business, where they are taught to calculate (arithmetic is no part of the education of a Chinese scholar), and the routine of their future livelihood. Such remain, to the end of their lives, ignorant of the meaning of the books they have been for years so diligently committing to memory. Ludicrous illustrations of this occur almost every day, when one meets with numbers who are able to read all the characters in ordinary use, so far as giving their right sound is concerned, but are as ignorant of the meaning as though it were a foreign language. This is due to the fact that the spoken dialects of China differ so considerably in style from the composition employed in books, and the sounds in the two cases are also dissimilar. A Chinese book read aloud even to a Chinese scholar is quite unintelligible unless translated into the vernacular.

Those who wish to go in for degrees continue their studies for several years beyond the usual time, and by the time a pupil is eighteen years old he is able to go up to his first examination, although no limit as regards age is affixed to any of the official examinations. The hours spent in preparation for this first trial have been increasing year by year, until probably he has become accustomed to work from day-break to midnight without any cessation except for meals, and absolutely without any exercise or recreation whatever. If he passes the examination, he for all this toil can wear a special button on his cap—and he is exempt from corporal punishment. This degree—somewhat like our B. A.—is called "sin-tay" (a cultivated talent).

These educated men who are called Book-readers are the opponents of all intercourse with foreigners, and, like the clerks of many other countries and of all ages, are often prime movers in fomenting disturbances among the more peaceably disposed populace.

The cost of obtaining the first degree is at least \$100, and this is apart from all previous expenses incurred by tuition, cost of books, etc. Once in every three years a more important examination is held at the capital of each province. This is open only to those who are already B. A., and not even to all of these, for local examinations of the graduates of the first degree are held repeatedly, and only the successful candidates in these local examinations are allowed to compete for the higher degree. These triennial examinations in the provincial capital are sources of immense excitement to the friends of the candidates, and the results are made known by special couriers.

Success confers the degree of M. A., and the graduate is called a "Kil-jin," or A promoted man. As yet, however, his promotion brings him no reward beyond the honor conferred by success. The money for all these examinations is raised by a voluntary contribution of friends—who feel promoted themselves by the success of a relative—or by incurring heavy debts which often remain unpaid to the end of life.

Only a limited number is allowed to pass, and the number for each province is a constant quantity. Thus, in the province of Kiangsu, which is the most densely populated of any of the provinces in China, of 2,000 or 4,000 candidates for the B. A., not more than one-tenth succeed. For the intermediate examination of graduates 80 out of every 300 are usually selected to go to Nankin, the capital of this province, to compete for the higher degree. Nankin is the place of examination for the adjoining province, as well as for this one, and the number of students assembling there at the triennial examination is estimated at from 10,000 to 18,000, of which only one in a hundred can hope to be successful. The size of an examination hall in China can be imagined when it is remembered that a separate cell is provided for the accommodation of each student.

It not deterred by expenses, and if anxious for official employment, those who have obtained their Master's degree proceed the year after to Pekin, where candidates from all the eighteen provinces are examined, about one in twenty of whom succeed in obtaining their doctorate, and are called "entered scholars." There are about 200 such successful ones every three years. These remain in Pekin, and are again examined in the imperial palace, and of the successful ones the first takes precedence as first scholar of the empire for that year. Thus the way is open by a series of steps for the lowest of the people to rise to the highest official appointment, and to obtain the greatest emolument.

in the empire. None but actors and their children, the lowest grade of coolies, public executioners and torturers, and the children of openly immoral people, are prevented from competing in any of the examinations. But ability is not the only test. Purity is unknown, except in sentiment, and it is to be feared bribery is carried on here. Many try for years without succeeding, and in the examination halls of China, as in that of the London University, it is no unusual sight to see grey haired and aged men making their last efforts to win success before they die.

The most extraordinary honor is paid to a successful candidate. The mandarins come in their chariot of state, processions are formed, and if the scholar is a poor man, his house is decorated at the public expense. In China (always the reverse of other lands) honor is transmitted upwards to one's ancestors, not downwards to one's posterity; and so on an appointed day an imposing procession is formed, in which the mother of the lucky scholar occupies the principal place, and thus the city is traversed with music and banners, and other insignia of state. Nor does the honor stop here: for days and weeks presents flow in from all parts, and feasts are given in succession, all testifying to the respect felt by the Chinese for literary ability.

The question arises: What can be shown as the result of this prolonged study, and of so many examinations? From what has been said, it is hardly needful to state that a Chinese scholar, however clever he may be, possesses scarcely any information on the most ordinary topics. Of geography, history, figures, he knows next to nothing; of the history and uses of the commonest objects around him, or of the structure and functions of his body, he is absolutely ignorant. There is not a scholar in the country (unless he has been specially taught the use of the abacus) who could work the simplest sum in multiplication or division. The synchronism between high tides and the new or the full moon has been noticed, but no one has ventured to suggest any dependence of the one upon the other. The extent of a scholar's information upon other subjects leads him to suppose that the earth is held in its place by an intangible substance called "chi," and the idea that China is the central kingdom of the world, all other countries being ranged round as though tributary and dependent, is too firmly embedded in the popular mind to be easily eradicated. Though the information imparted by the present mode of education is so slender it seems that the training does, nevertheless, develop a high standard of intelligence. The only need is to direct it to useful objects. The memory, as can be readily supposed, is strengthened out of all proportion to the other faculties of the mind. Nothing is more astonishing than the retentive power of a Chinese scholar.

It has generally been supposed that the great stimulus to literary pursuits is a desire of obtaining office and wealth; but this may well be called in question when the small proportion of scholars who reap such benefit from their learning is remembered. Except in the case of those who are in office, a scholar is generally poor, and indeed he is unfitted by his training from earning a livelihood, save the precarious one of teaching or doctoring, while the dignity of his position is such as to forbid his ever turning to business.—*Quebec Jour. of Education.*

Lessons on Objects.

A PIN.

Parts—The head—shank—point.

Qualities—It is hard—opaque—white—bright—solid—smooth—cold. The head is round. The point is sharp—the shank is straight—taper.

Use—To keep together for a time parts of dress, etc.

A CUBE OF WOOD.

The cube will convey to the children a good idea of a Surface; that part of an object which can be felt or seen, is the surface. A sphere may be shown as an example of an undivided surface.

Parts—The surface—faces—edges—corners.

Qualities—It is hard—light—solid—brown—smooth—dull—inflammable—opaque. The faces are flat—square. The edges are straight. The corners are sharp.

AN UNCUT LEAD PENCIL.

From this object the children may become acquainted with the Cylinder; for they will not fail to observe that the ends are flat, and that the other face is curved.

Parts—The surface—faces—ends—outside—inside—middle—lead—wood.

Qualities—It is hard—odorous—long—solid—opaque—inflammable—dry—brown—veined. One face is curved. The ends are flat—circular. The form is cylindrical. The lead is grey—brittle—friable—bright.

Uses—For writing, drawing, etc. Let the children point out on what occasion a pencil is preferable to a pen, and vice versa.

In this lesson and others, the receptive faculty may be exercised, by requiring the children to recall to their minds

some object in which they had observed before the quality of inflammability; also that of friability.

A QUILL PEN.

Parts—The quill—shaft—feather—laminae—pith—nib—split—shoulders—surface—faces—skin—groove—inside—outside.

Qualities—The quill is transparent—cylindrical—hollow—bright—hard—elastic—yellowish—horny. The shaft is opaque—angular—solid—white—stiff—hard—grooved. The pith is white, spongy, porous, elastic, soft.

A WAX CANDLE.

This object recalls the idea of the Cylinder, obtained in a previous lesson, and presents the peculiar "parts" of the candle itself.

Parts—The wick; wax; surface; faces; ends; edges; top; bottom; middle; inside; outside.

Qualities—It is cylindrical; hard; opaque; yellowish-white. The wax is sticky; fusible. The wick is inflammable; tough; white; fibrous; flexible.

Use

To give light.
The children should be asked, What must be done before the candle gives light? What becomes of the wick? What of the wax?

How Lotty went to the Matinee.

There was such a hubbub when school was dismissed; there had been a big man up to see Professor Francis, who, after he had read some bits of paper which he presented, shook hands with him and invited him to address the school.

He told them he was going to give a "Matinee" in Brown's Hall at 4 o'clock that afternoon and that the Board of Education was desirous that every scholar in all the seven Ward-schools of Stonewood should be there to see his wonderful sun-picture tour extending from America, the land of the free and the home of the brave, through all the most noted localities of the old world, back to the stupendous Centennial Panorama in Fairmount Park and ending at the tomb of the great and honored Washington, first in war, first in peace and first in the hearts of his countrymen. It would be worth more to them than a whole term of geography and history, and all for the small sum of ten cents apiece. All this and a great deal more "Professor" Romaine set forth to the scholars, and the buzz of excitement hardly waited for the noon bell to ring before it burst out in the wildest confusion.

Lotty was the only one who didn't say anything, but her eyes shone and she looked thoughtful and anxious.

"Shall you go, Lotty Reed?" asked a soft little voice. Amy Dale was always nice to Lotty, because she looked scared and wore faded calico dress.

"I guess not," said Lotty.

"O, why not? I expect it will be beautiful, and so instructive," said Amy in her precise little way.

"Mother won't let me," said Lotty shortly.

"I think you must have an awful mean mother!" some body said.

"She isn't any such thing!" said Lotty, looking as angry as her round, good-natured little face was capable of doing. Then she turned and ran off down the street toward home. Lotty didn't know what "Matinee" meant, only something wonderful, and that there would be beautiful pictures as large as the side of a room. She walked more and more slowly and looked more and more anxious as she drew near home. She couldn't help hoping after all, perhaps mother would have to let her go if the Board of Education said so. For once Jimmy Reed had gone straight home from school. He had brought in two armfuls of wood! What could be going to happen!

"Shall I cut some kindlings, mother? Don't you want a pail of water?" he asked just as Lotty opened the door.

"Jimmy's getting to be an awful good boy," thought she, in sweet, sisterly forgetfulness of his hateful, teasing ways. Mrs. Reed sat looking over a long, narrow hand bill while she waited for the potatoes to bake.

"Oh, Mother," said Lotty, "there's going to be a matin—something and they want all the scholars to go!"

"Oh pshaw!" said Jimmy, "that's all you know. Taint anything you can understand. Mother, 'The Board' wants every scholar that studies jography to be sure and go, and Professor Francis says we will understand things we never could learn in the book." It was a new thing for Jimmy Reed to take any interest in "jography."

"Yes, I expect its a pretty good thing," said Mrs. Reed, laying down the paper.

"Can't I go to see the pictures, mother?" asked Lotty, faintly.

"Now, Lotty Reed, you needn't tease a single word!" said her mother, sticking the fork spitefully into the potatoes. "I can't let but one of you go and Jimmy is the oldest and he'll learn something from it. You can't go and

that's all there is about it," she added, all the more sharply because she couldn't bear to look at the sorrowful little face. Lotty didn't feel hurt, she knew that the money was the reason.

Poor child! every scholar in the room was going, and among them all there was not one that would have longed to go as Lotta did. The tears kept dropping on her book, but she was always a quiet little thing and nobody noticed her. When school was dismissed and the gaily dressed throng poured down the street, Lotty in her faded little red cape and hood followed forlornly after and watched them go up the stairs into the Hall. Almost unconsciously she was carried on step by step with the constantly increasing stream of children until she reached the first landing where a large, good natured lady, the "professor's" wife, sat selling tickets and dropping the money into a leather hand bag. When the rush was over she noticed Lotty's tear-stained, woe-begone face vainly trying to get a glimpse into the Hall as the door swung to and fro.

"What is the matter, little girl?" she asked. "Have you lost your money?"

"No, Ma'am," sobbed Lotty, "I didn't have any."

"Well, never mind; don't cry; here's a ticket. Take it and go along in."

Lotty could hardly believe her senses, but she said, "Thank you, ma'am," and her face was like sunshine. She didn't know that she ought to give her ticket to the door keeper and while he was attending to some High school pupils she walked in unnoticed with the bit of green paper held tight in her hand.

Two thousand children! and what a chattering they kept up! something like a million blackbirds. Professor Romaine walked about, smiling good-naturedly, but when the boys began stamping he called them to order. It was Jimmy Reed who gave two distinct thumps after the rest had stopped; then he put a finger in each corner of his mouth and set up a shrill whistle, responded to from all quarters. Presently it was time for the entertainment to begin. The Professor took his place in a little square pen in the middle of the room, the hall was darkened, a fizzing, spluttering noise was heard and a brilliant light was directed through a tube to illuminate a large square of canvas stretched in front of the stage. Jimmy Reed gave one last whistle and all was still.

"Now, scholars," began the professor, "in the first place I will take you, in imagination, to the scene of one of Nature's greatest wonders, Niagara Falls." Then suddenly appeared on the canvas a picture, so large, so perfect, it seemed as though you must be gazing on the actual scene. A murmur of astonishment arose. Lotty stood right up and held fast to the back of the seat before her, and looked with all her soul in her eyes. Most of the children had seen something of the kind before, but Lotty gazed in perfect amazement and delight. Next, still more beautiful if possible, came Niagara in winter, then another and another. After a time the spirit of mischief began to show itself again. Some boy discovered that a paper wad, thrown across the light that streamed from the tube, would cast a shadow on a picture; a boy in front tossed his hat up into the light, and in an instant a dozen or more hats were flying up and down in the Zoological Gardens of London. The Professor sternly announced that any boy who should do anything further to disturb the entertainment would be put out of the hall. Jimmy Reed's hat had to go up just once more, and before he fairly knew what had happened the doorkeeper was leading him by the ear down the aisle. The children stood up in great excitement; "Who is it? Who is it?" they said. Lotty shrank back into the corner of the seat in shame and terror lest they should all look at her and know that she was Jimmy Reed's sister; but the Professor began explaining a new picture, the children hushed down like mice and nobody noticed her.

Poor affectionate little Lotty! The pictures still made her fairly hold her breath with wonder and admiration, but her tender little heart began to grieve so for poor Jimmy, shut out from it all, that there was no more pleasure for her. Presently she thought of her ticket; "If Jimmy only had that he could come in again," thought she. There was no way for him to get it unless she should take it out to him, and pretty soon she made up her mind to do it. After one long, lingering look at the Queen's Conservatory she turned and slipped through the crowd out of the door. Jimmy stood looking down the street, trying to whistle and wondering what he should say to his mother. Lotty pulled his sleeve. "You needn't stay out here, Jimmy, you can have my ticket."

"Where did you get a ticket?" he asked.

"The woman gave it to me, but you can have it."

"Pshaw! I don't want your ticket," he said doubtfully.

"Yes, you must," said Lotty, "it grows beautifuller all the time, and you'll have to tell mother all about it." Just

CONTINUED ON PAGE 8.

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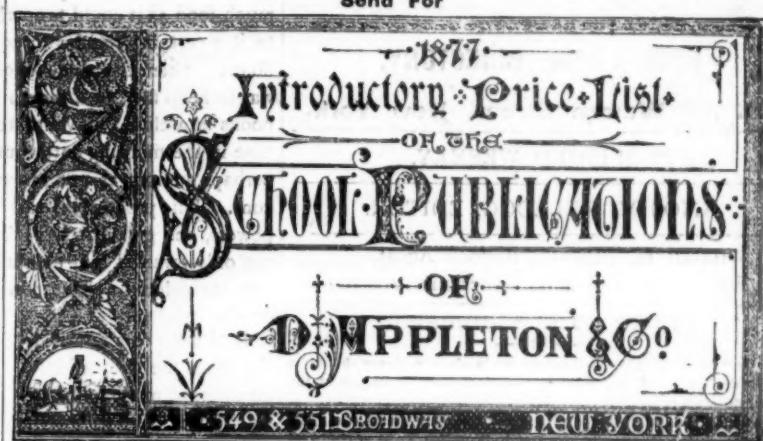
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AND
EDUCATIONAL DIRECTORY.

No. 17 Warren Street, New York.

PUBLISHED WEEKLY.

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NEW YORK, JUNE 23, 1877.

The columns of the JOURNAL are open for discussions of subjects pertaining to education. Let those who have practical skill communicate it to others.

Should this paper by any means come into the hands of one not a subscriber, we ask you (1) to consider it a special invitation to subscribe; (2) to hand it to a teacher or other person who should be interested in education, and urge him to take it also.

Selfishness in the School-Room.

One who mingles much with the world out of doors and indoors too, for that matter, must be struck with the difference among people with respect to consideration for the rights or comfort of others. Especially is this seen in the school room—in the teacher, as well as in the scholar. The habit of deferring to the wishes of others is not always learned at home, and more rarely in school. If there is any evidence of noble birth or true culture which the world may accept without hesitation, it is the habit of kindly and courteously performing those offices of accommodation which fall in our way; not only doing what is one's duty in a cheerful way, but things which occasion temporary inconvenience, and finding one's self abundantly recompensed by the pleasure or benefit thus given to others.

School Discipline.

A city contemporary, in a recent article upon school education—the positions of which are generally well taken—says: "There is too much reason to fear that the education of the playground has made, and is still making serious encroachments upon the education of the school room." And this statement is followed shortly after by another to the effect that the number of instruction days in the week, the month and the quarter have all sadly fallen off. If these assertions are true, they afford cause for praise rather than censure. If those in charge of the training of youth have had the moral courage to break away from the detrimental notions that have so long been obtained in relation to education, they deserve congratulations rather than reproof, in view of the future mental and physical health of the children of the present generation. The effect of the old-fashioned system in which children were trained was seriously to retard, and in many cases defeat, the very object of school teaching and discipline. Then school rooms and teachers were, in the pupil's mind, too often synonyms of tread-mills and task-masters. This is apparent to whoever reflects upon the surroundings of the schools of his

boyhood. Then the object of teaching seemed to be—not to prepare a scholar's mind to receive only as much food as it could properly digest, but to cram into it a certain regular crude amount within given hours. Then the rule—except in rare instances—was to keep fifty or a hundred children poring over books in a close, unventilated room from eight or nine in the morning until four in the afternoon, with perhaps an hour at noon in which to eat their lunches. This process, instead of developing the mental powers, and giving scope to originality of thought, not only dwarfed the mental and physical faculties, but engendered a disgust in the scholar's mind for all study.

It is but comparatively recently that this radical defect in the education of youth has been seen, and an attempt made to apply a remedy, and the good results which have followed clearly prove that relaxation freely but judiciously allowed, imparts a healthier tone to the scholar's moral nature, gives him greater mental power, and enables him to accomplish more within a given time than formerly. It is possible that in the reaction which has followed the abandonment of the old system, the other extreme has, in some cases, been reached. This will soon regulate itself. The effects, however, of too much laxity can scarcely equal those of the systems formerly pursued. S.

We notice that at the last meeting of the Board of Trustees of the College of the City of New York, a resolution was introduced to abolish the professorship of Drawing and Descriptive Geometry in the College. What may have influenced the Board to this action we do not know; its effect, however, must be to greatly impair the efficiency and usefulness of this very important branch of the work of the College.

This was the first American college to establish a professorship in this department, an example since followed by many other colleges in this country. The importance and necessity of this branch of education our late International Exhibition clearly demonstrated. While it is generally conceded that, within certain limits, the state is bound to afford a means of education to the masses, there may be a difference of opinion as to the extent to which this education should be carried. There are two general grounds upon which this duty of the State is based: 1st. That it is the best way to maintain the order and peace of society. 2d. That it better enables the citizen to find means of employment and living. The idea which underlies the whole system of public education is that the state, and not the individual (except indirectly) is to be benefited; the state, therefore, cannot carry its scheme of education to too high a standard, provided it can be shown that the state is advantaged thereby.

It may be assumed that an elementary education is a prime requisite whereby the young may learn the force of law and authority, and be enabled in an intelligent manner to perform the duties of citizenship. The ignorance of the citizen is the danger of every government, especially of a democratic government, where the cunning demagogue has such ample opportunity to influence the masses, through their prejudices and passions; under such a government, where sovereignty is not symbolized and idealized in a single representative, the only restraint that can be thrown around the citizen is that of education and culture.

In the struggle for existence the intelligent man has always the advantage over his ignorant competitor, and with much greater force does this proposition hold good when applied to the struggle for material supremacy. Nations, like China or Japan, may exist within themselves for centuries, they must do so, however, with no higher hopes or aspirations, but with our later civilization this is impossible. The strength of a nation is not in her exclusiveness, but in her active, incessant, advancing competition with the whole world; the products of her soil, and especially the products of her hands, are the thermometers which measure her greatness and prosperity. This is a material view of the question, but it marks the scope and extent of her scientific and artistic progress.

Art culture, is a material element in the education of the people, leaving aside all question of the faculties, observation, manual skill, and aesthetic feeling it engenders, an element, inasmuch as it assists in the production of material work. We may educate the masses to the highest point of intellectual culture, our task will be performed in vain, if we do not open to them the fields of material industries. What expectations of successful competition can reasonably be entertained if we simply pit ignorant workmen against skilled artisans?

The introduction of the study of art in the common school education, in this state, and in Massachusetts, will be hereafter held as a new era in the progress of the industries of the country. Although we begin late, we begin at least, where foreign countries have ended their experiments, and failures. England, Germany and France, have found by hard experience that people are returning to that attic taste, which demanded something more than the value of the material and its adaptation to its use; returning to that feeling which treasures the work for the idea which it contained, the thought which it expressed.

The principle must be recognized, that in art education, lies one of the important elements of the solution of this problem—not art education of the few, but of the masses. The liberality which has been already shown in the common school system of New York City, is a guarantee that this initiatory attempt will be carried to a successful termination. This city should furnish such ample means of art training, that there should be produced here a class of intelligent, and trained men, capable of undertaking and carrying out, the highest works, rendering from year to year the need of foreign workmen and foreign workmanship less imperative, thus saving thousands of dollars, and opening rich fields of new industries. It will be interesting to note the progress of art culture in this country, and with it, the elevation of the skill, handicraft and taste of American workmen.

C. H. K.

As State Superintendent, John A. Dix, in 1837, gave the following decision on corporal punishment:

"A teacher must, for the purpose of maintaining proper order and discipline in his school, have a right to employ such means of correction as he may deem necessary to the accomplishment of the object. For any unnecessary or excessive severity he would be answerable in damages in a suit of law to the person aggrieved."

"A teacher ought not, I think, dismiss a scholar from school. From the nature of the common school system, teachers are, as a general rule, bound to receive and instruct all children sent to them. If a scholar is so refractory that he cannot be managed, and his dismissal becomes necessary to the preservation of order, I think the teacher should lay the matter before the trustees for their direction; but not until the ordinary means of correction had been fully tried and found unavailing."

New York Board of Education.

The Board of Education held a stated session on Wednesday afternoon, June 20, at 4 P. M.

Present. Messrs. BEARDSLEE, BAKER, BELL, DOWD, GOULDING, HALSTED, JELIFFE, PLACE, TRAUD, VERMILYÉ, WALKER, WATSON, WETMORE, WILKINS, WHEELER, WOOD, WEST and WICKHAM.—18.

Absent. Messrs. COHEN, HAZELTINE, and KELLY.—3. The minutes of the preceding meeting were adopted.

COMMUNICATIONS.

From the Trustees of the 2, 5, 9, 10, 12, 13, 16, 19, 20 and 22 Wards, relative to absence of teachers, which were referred to the Committee on Teachers, with power.

Also, from the Trustees of the 4, 6, 10, 11 and 13 Wards, nominating teachers for Evening Schools. Referred to the Committee on Evening Schools.

A communication from the First Ward asking to refund money deducted on account of Carnival Day, was referred to the Committee on By-Laws.

From the Ninth ward to close Primary School No 18 for repairs. Granted.

From the Twelfth ward awarding the contract for furniture for G. S. No. 39. Referred to the Finance Committee.

An application from the Thirteenth ward for camp stools to be used on public occasions, were referred to the Committee on Furniture. Also, to add a story to P. S. No. 20. Referred to the Committee on Buildings.

From the 22d, asking to purchase a lot adjoining G. S. No. 51. Referred to the Committee on Sites and New Schools.

From the 23d, relative to the award of contracts for furniture for G. S. No. 62. Referred to the Finance Committee.

Communications were presented from the President of the House of Refuge declining to receive Truants. Referred to the Committee on By-Laws.

From the Counsel to the Corporation relative to the title of a lot in 40th street. Referred to the Committee on By-Laws.

From the Academy of Sciences relative to Botanical Culture and Garden Schools in the Public Parks. To the Committee on Course of Studies.

Several applications, clerkships, etc., were referred to the several committees.

The corporal punishment question, which was set down for the special order, and which was looked for with much interest, was, on motion of Com. Walker, seconded by Com. West, postponed to September.

Reports from standing committees were presented as follows:

By Com. Watson, from the committee on colored schools, to appropriate \$1,600 for repairs. To Finance Com.

By Com. Walker, from the committee on Course of Study relative to Prof. Miller's drawing charts. Adopted.

Also, placing Harper's Intro. Geography on the list.—Adopted.

Com. West reported from the committee on By-Laws adverse to closing school on 29th of June. Adopted.

Com. Halstead presented a report from the committee on Teachers, appointing Miss Mary Wilson principal of F. D. G. S. 19. Adopted.

Also, to fine Miss Joanna Stack ten days' pay for violating the by-law on corporal punishment. Adopted.

Com. Dowd presented reports from the Finance committee as follows:

To appropriate \$754.06 to pay bills in the 17th Ward.—Adopted.

To award contract for corporation work on Grammar-School building 39 in the 12th Ward. Adopted.

The special committee on the case of Com. Goulding asked to be discharged. Adopted.

The President announced the appointments for visiting schools by commissioners from July to Dec., 1877. And the Board adjourned.

WE notice on the Roll of Honor of Mr. Kleinfeld's school at 1608 Third ave., the following names: Moses Bierman, Nathan Clark, Moses Cohen, Edward Long, and Edward Isaacs.

THE Greek Club, since Dr. Schlieman's discoveries, has become quite active. It is now twenty years old. The number of members varies from 12 to 15; they meet every Friday evening during the winter, from 8 o'clock until 11½. Some of the present members are the Rev. Drs. T. W. Chambers and Howard Crosby; Profs. Charlton T. Lewis, and Henry Drisler, Dr. Sachs and Messrs. Oberheiser, W. H. Leggett, J. H. Morse and D. S. Everson. The club is at present engaged in reading the Attic orators in regular course, after finishing Hesiod, Longinus and Aristophanes.

LETTERS.

To the Editor of the NEW YORK SCHOOL JOURNAL:

We once heard of a negro who prided himself on his skill as a butcher, and one day, after dressing a calf with peculiar skill and dispatch, his employer asked him what he would charge for his services. "Two dollars" was Pompey's prompt reply.

"Two dollars! why that is double the usual price."

"I have charged you one dollar for the work itself, sir, and one for the *know how*," answered the employee.

How many teachers would have the right to charge double salary for "the know how?" especially for what is termed "oral instruction." To use a common expression, it is a subject in which most of us are as yet "at sea," and like a boat without oars or rudder, we float helplessly about, grasping first this thing, then that, till we become utterly discouraged both with ourselves and our pupils. Supt. Harrison in his admirable letters on this subject, lately published in the JOURNAL has definitely defined our status, in giving "Oral Instruction," and where he says, (Letter No. II.) that "after repeated failures the teacher is very likely to conclude that her experience has abundantly demonstrated that connected oral statement in their own words by school children, however desirable it may be, is practically an impossibility," there are few of us, but what will sigh out a deep "Amen" to his words. Is it our own fault, for if it is, it ought to be remedied, or we have no right even though the magical diploma be hanging up so conspicuously on the home wall, to go into our class-rooms, and take the training of children into our sacrilegious hands. Would a mechanic employ a botch to do fine cabinet work, or an engineer take an ignorant fellow to help construct a bridge, whereby the lives of hundreds would be endangered? Mr. Harrison says "the chief purpose of the oral lessons, is to furnish the materials and opportunity to begin the systematic discipline of these powers of the mind," referring to "the remembering of the facts and truths, relating to a given subject, of recalling them when needed, and of stating them with reasonable clearness in one's own words, and in their logical order." But, I ask, how far are our own minds disciplined to this extent? How many of us could take up a subject, especially one beyond the 8th Grade, and write a clear, detailed and logical analysis of it? What do we know ourselves of Animals, Plants, Minerals, &c.? "How can I reach what I do not know?" has been said to me, over and over again, first by one and then by another, and what could I answer, since I was in the same predicament myself.

Thanks to Mr. Harrison's Letter No. III, some light glimmers over the dark pathway, but just enough to make the darkness still more visible, and the question yet remains, not on any subject of the grade, for there, nothing could be more explicit than the plan laid down in Letter No. III, but on the other branches connected with this part of our common school system. With things that we have ourselves handled all our lives, iron, lead, glass, &c., the difficulties are easily

overcome, but when we reach plants, and animals, with all their technical definitions, to say nothing of minerals, we need ourselves to be pupils. To teach that which we scarcely know how to learn, is a problem not easy to solve.

Page in his "Theory and Practice," tells us that "teacher should master the text book as a subject, and that he should consider what collateral matter he can bring in for the purposes of illustration," but the text books on scientific subjects are not so easy to master, the analytic, logical, and mental processes which are necessary in order to present them in such a light that children can comprehend what we are required to teach is harder still. Nor is the mastery of one subject enough. Every teacher of a higher grade, ought to know what has been taught in the lower, or much of the work is for naught. Take our readers for instance, which abound in names and descriptions of plants, animals, and minerals. In the seventh grade the pupil is taught to classify animals, is it not important, that when that pupil is promoted to the 6th grade, the teacher of that grade should keep this classification in mind, by requiring every definition of an animal to be made according to such classification, and the same way in the fifth with both animals and plants. The knowledge attained in the earlier stages of education would then become from constant iteration, a fixed fact, and no difficulty would be found by the teachers of the 1st and 2d grades, when requiring pupils to give oral statements on any one of the subjects connected with oral instruction. But the time allowed for this instruction is necessarily so short, and many of the children so careless and indifferent, no time perhaps, for I doubt whether there is anything taught, that is more interesting for the time being, but careless as to the retention of this knowledge afterward that the difficulties are enhanced ten-fold, hence it is no wonder that we are discouraged. Mr. Garrison's "letters" were timely ones, and if they only result in awaking more personal interest on the part of teachers to the matter therein treated, as they necessarily must, he will not need to regret the time and labor spent upon them.

K. E. T.

BOOK NOTICES.

HISTORICAL SKETCHES OF NORTHERN NEW YORK AND THE ADIRONDACK WILDERNESS. By Nathaniel Bartlett Sylvester. William Young, Troy, N. Y.

This work, which has just been issued, is as creditable to the author as it is to the publisher. The former, Mr. N. B. Sylvester, a well-known member of the Troy Bar, has already become favorably known by his Centennial historical address, at Saratoga Springs, July 4, 1876, and possesses in an eminent degree the qualifications and talent for a work of this nature. To patient industry, exhaustive powers of research, and a lucid and attractive style he unites a thorough knowledge of the country in which the scenes he describes with so much power, are laid. His delineations of the characters of Sir William Johnson, Isaac Jogues, Jacques Cartier, Samuel De Champlain, and Nathaniel Foster the renowned hunter are exceedingly graphic. Mr. Sylvester it is true, falls into one or two errors, such as attributing the killing of Miss McCrea to the Indians, instead of to an accidental shot from the muskets of a pursuing party of American militia, sent out from Fort Edward. But these errors only serve as a foil to set off, with additional brilliancy, the rest of the work. To all those who would seek to combine amusement with sterling information we heartily commend this book.

New Music.

S. Brainard's Sons, Cleveland, are the publishers of two very fine songs, "Eileen Mavrone," by Harry Percy and R. Buckholz; and, "Darling Minnie Gray," by Will Thompson. The title pages of both these songs have handsome lithograph portraits.

"Bless the Badge of Heaven's Blue" is an invigorating temperance song, with chorus. The title page has an excellent photograph of Francis Murphy, to whom it is dedicated. Published by F. W. Helmick, Cincinnati, O.

I WOULD respectfully urge the following considerations. A woman is not a man. The question of her inferiority or superiority to man, is not here in controversy. Superior or inferior, she is a woman. To raise here the question of the relative standing of the sexes in the scale of being, is an impertinence. Who asks whether a painting is a finer work of art than a statue or a temple? Who asks even whether Angelo or Raphael is a greater artist? The two cannot be the whole be compared. They are different. Now men make excellent teachers, and so do women; but the one is not the other. The ideal male teacher has some qualities that the ideal female teacher has not; and vice versa. What these qualities are need not at the close of this paper be specified. The fact is, in education the young mind should be

brought into contact with both masculine and feminine qualities. I do not say the places should be equally distributed between the sexes: so far from that, I am willing that the women shall be in a decided majority, and do not think the schools would suffer in consequence; but I do say the masculine and feminine should be represented in their full power. Now, it is well known that often in a group of schools containing from one to three thousand children, you will find only one man employed, and he the Superintendent who does little or no teaching. Even in Cleveland, with an average monthly enrollment of 16,079 pupils, and 351 teachers on the roll, only 27 are males, including Superintendents and special teachers. Now, if there be any force in the position that the peculiar qualities of both men and women should be blended in education, must it not be confessed that the substitution of women for men in the public schools has gone too far? Sentiment to the contrary, I must avow this as my opinion.—Prof. HINSDALE.

Boyish Ambition.

"Why do you not attend the day instead of evening schools?" was asked of a bright-eyed Norwegian boy, who appeared more studious than most of the others.

"I can't get time through the day," was the prompt reply.

"Pray, what prevents a boy like you from attending school every day?"

"Because there's only mother and I, and I must learn a trade. I'm learning to be a printer. I'd rather be a printer than anything else; for there's more of a chance for learning something and becoming somebody than in most other trades. I can't spell very well, and so I attend the evening school. I want to learn all I can, for I don't mean to be just a printer. When I get to be a man, if I can learn enough, I will be an editor or a publisher. I learn a great deal in a printing office. Printers can be the most intelligent class of people if they will."

"Are all the boys about the office as anxious to learn as you are?"

"No, they try to get me to go with them evenings instead of coming to school."

"Do you ever wish to go with them?"

"Sometimes, but it wouldn't pay. I must learn to spell as soon as I can."

How the boy's eyes sparkled with enthusiasm as he talked! One could almost see the pictures of manhood which he was looking toward.

Only mother and he! She will be proud of him some day.

I chanced one day to enter a wood engraver's where half a dozen lads from twelve to eighteen years of age were learning the wonderful art of cutting pictures on a block of wood. It was something new to me, and I stopped to see them work. One was cutting a fashion plate, another an outdoor scene, and a little fellow, not more than a dozen years old, was copying an animal's head.

Somehow I can't help talking to boys; I mean generous-minded, open-hearted boys—boys who are active, eager to gather information, enthusiastic over what they have learned—boys who look right into your face, as they are talking, with both earnest and laughing eyes.

These had set about their work, not merely as a boyish pastime, but with a strong desire to excel. I found them well informed on matters of art. One of the youngest told me that he should never be satisfied with his work until he could engrave as well as Thomas Nast. I hope he may succeed.

It is this ardent, boyish ambition—the noble desire to be somebody, to make the highest and best possible use of life and talents, with a persevering, cheering application to that end—that makes the ingenious, great-hearted boy become a worthy or great man. The printer boy and the young artist may not reach the summit of boyhood's ambition; but they will be better men, and do more for the world, for having had their enthusiasm aroused to work.—JAREIS WILTON.

TO TEACHERS IN VACATION.—If you are tired from thought, study, and professional work, and would like to spend your summer where you can gather up vigor by building up your nervous structures, which your professional pursuit so decidedly wears away; permit me to recommend to you to come to Our Home on the Hillside, Dansville, Livingston County, New York. It is the largest Hygienic Institution in the world, and is a most desirable place, not only for invalids of all classes, but for tired, worn, weary, nerve-taxed persons. Special rates made to Teachers. The best of references and full information given, free of cost. Leave science, literature, and professional ambition behind, and come to eat, drink, and sleep, and when awake to enjoy Nature, and you will go back flush in health, "when school opens in the fall." Address as above JAMES C. JACKSON.

CONTINUED FROM PAGE 4.

then there was a great laughter and clapping in the hall. "Well," he said, shamefacedly, "I'll give you something sometime."

He pulled his pants out of his boots, turned down the visor of his cap, and got safely past the doorkeeper in company with a gentleman who was just going in; then he sat down a good ways back and looked and listened like a different boy. Lotty wipped her eyes with the corner of her cape and trotted home. She didn't know that she was a self-denying little heroine and Jimmy Reed an awfully selfish boy.

"Mother, the Rock of Gibraltar is sixteen hundred feet high and is inhabited by hundreds of monkeys," said Jimmy at supper when he had satisfied himself that Lotty hadn't "told."

"Is that so?" said his mother. "Lotty, get your brother another piece of gingercake." Jimmy Reed hasn't teased his sister once since the Matinee. I don't know how long it will last, but it has been two weeks; and Lotty never had so much peace in her life.—ANNA NORTON in *Christian Union*.

New Jersey.

THE public school at Ellendorf is preparing work to send to the International Exhibition at Philadelphia. It is under the care of Miss Lizzie Conklin.

MR. S. DAY, principal of the school at Scotch Plains, has achieved a good reputation in Union Co. He has filled several posts, and every one of them well.

HARRY CORNISH closes his school at Green Village on the 30th, and is reported as having succeeded finely in his first effort. He is the son of a former principal of the School at Orange.

Impure Air.

A striking case of death from the want of air occurred in 1798, on board a small vessel belonging to Southampton, England, in which were seventy men, women and children coming from Jersey. A heavy blow coming on, the captain sent all the passengers below, for the greater safety of his ship laid on the hatches and battened them down with tarpaulin. When the hatches were opened there were not left a living soul among the seventy! Such cases, and those that sometimes occur on board emigrant vessels, show how mankind are effected by foul air; and though death may not always result immediately, bad air, no matter how small the quantity, operates injuriously upon the system, in proportion to its strength and the length of time it is inhaled. Bad air operates most banefully upon the health and lives of infants. At the Dublin Hospital in three years 2,944 out of 7,650 children died within a fortnight after birth. This was over every third one! Dr. Clark, the physician, suspecting this mortality to arise from want of pure air, contrived to introduce a full supply of this element into all the apartments, and as a result, in the next three years there were only 165 deaths among 4,545 children—or less than one in twenty five. Considering this fact is it not a matter of surprise that mothers should swathe their children in blankets and cloaks lest they should be visited by a breath of the pure air of heaven?

So school-children are crowded into unventilated rooms, where the air is breathed by scores of others, where the oxygen is exhausted by an air-tight stove, and where artificial stimulus is substituted for the natural stimulus of the air.

The Aquarium.

Have you ever seen Mr. Coup's on Broadway? I went the other day. The four sides of a room are lined with tanks, through which a stream of water is constantly running, some containing salt water fish, the others fresh water, such as cod, blue fish, striped bass, crabs, lobsters, the homely skate fish, which is as flat as a flounder, gold and silver fish, beautiful speckled trout, the sea lion, otters, and there is another white whale.

Then there are horned toads, alligators, hippopotamus; wonderful glass snakes thus called because below a certain round spot on their bodies they are brittle like glass, so that a blow would break them into many pieces. The seals are very graceful and pretty, but not being those which are valuable for their fur, and caught near the coast of Massachusetts, are only interesting for their sagacity. A few minutes before the clock struck three the dinner bell sounded. Who do you think rang it? Why the seal.

It was not one with a tongue and a handle, but one made on purpose for him to strike with his fin. It was to let the people know the fish were going to be fed. And there was not a fish there but understood what it meant. But before

the dinner of cut-up fish, which was so offensive to the noses of the spectators, was given them, they had to earn it by answering their keeper's questions.

"Johnny," said he, "have you taken your bath this morning?"

The seal shook his head.

"Then sir, do it at once."

Instantly it floundered into the water, swam around once and came out.

"Johnny," said the keeper, "make your prettiest bow." This was the funniest thing you ever saw.

The great sea lion is a magnificent fellow above six feet in length with a head much resembling a dog's. His eyes are very large, protruding from his head, and although very ferocious have a look of intelligence and wonder in them. He gave us every opportunity to see his teeth, which are regular, sharp pointed, and jet black, with the exception of two eye teeth, which are white.

One thing is curious, and that was that large fish feed upon smaller ones, and so down until the tiniest make a meal off the animalcule in the water.

There are three long troughs used for hatching fish; these are divided in the centre by a frame covered by woollen cloth which filters the water before it passes over the eggs, and a stream of fresh water is constantly running through them, which passes out through a waste pipe.

In the next trough are those six weeks old who can feed themselves and will be placed in the river in or about spring.

There are two tiny trout fastened together like the Siamese twins; we are told they would die, and that every day they were growing weaker.

I must not forget to mention, the flying foxes. These are nearly the size of a kitten, and are covered with a long soft brown fur, their wings being jet black.

Then there was the diver. He wore a complete suit of double canvas lined throughout with rubber, with rubber bands at the feet and wrists, a wide copper collar and helmet which has four glass windows to enable him to see, while upon his feet are heavy weights, and around his waist is a band weighing fifty or sixty pounds. Without these he would not sink, since by means of a long rubber tube and air-pump he can breath, and the air inflates the rubber suit to such a degree that he would float on the surface of the water, did he not wear something to drag him down. This is a specimen of the dress divers wear when they search for lost cargoes or dead bodies.

BY A BOY.

The Buried Cities of Central Asia.

An expedition to explore the buried cities of Central Asia is being talked of in Bombay and elsewhere in India. That treasures like those at Mycenae may be found in the sands of Mongolia is at least possible. If tradition be of any value—a tradition, too, which has persistently clung to one locality through the lapse of centuries—the tomb of Ghengiz Khan is yet, with its fabulously rich treasures, to be found (as Col. Prejevalsky was told by the Mongols) to the south Lake Tabasun Nor. Within the tomb lies a man who seems asleep. Every evening a sheep or horse is tied near to the spot; and lo! in the morning the animals have been eaten. In three hundred years, say the Mongols, the sleeper will awake, and lead countless hosts of his children to victory and dominion. This old story is said to be circulating more and more widely every year. Then the Mongols say that constantly the drifting sands disclose, here and there, gold and silver treasures, which they have a superstitious dread of touching.

The buried cities under the sands of the Gobi are affirmed to be mines of incalculable wealth, guarded by gnomes and fearful spells, while all the deserts around the hidden ruins are peopled by myriads of howling ghosts. The sands of the deserts of Central Asia regularly move and drift from east to west; and even now the eastern borders of deserts are being denuded widely of all soil that can be torn away by the violent winds.

PROF. TYNDALL'S WARNING.

In concluding an address to the students of University College (London) Prof. Tyndall, who is unquestionably one of the most indefatigable brain workers of our century, said, "take care of your health. Imagine Hercules as oarsman in a rotten boat; what can he do there but by the very force of his stroke expedite the ruin of his craft. Take care of the timbers of your boat." The distinguished scientist's advice is equally valuable to all workers. We are apt to devote all our energies to wielding the oars, our strokes fall firm and fast, but few of us examine or even think of the condition of our boats until the broken or rotten timbers suddenly give way and we find ourselves the victims of a calamity which could have been easily avoided by a little forethought. What began with a slight fracture, or perhaps even a careless exposure to disorganizing influences, ends in the complete wreck of the life boat. The disease which began with a slight headache or an undue exposure to cold terminates in death, unless its progress be checked,

and the disease remedied. The first symptoms, the heralds of disease, give no indication of the strength of the on-coming foe, and the victim trusts that his old ally, Nature, will exterminate the invader. But Disease is an old general and accomplishes his most important movements in the night-time, and some bright morning finds him in possession of one of the strongest fortifications; and when he has once gained a stronghold in the system Nature ignominiously turns traitor and secretly delivers up the whole physical armory to the invader. Like the wily politician, Nature is always on the strongest side, and the only way to insure her support is to keep your vital powers in the ascendant. Keep your strongest forts—the stomach and liver—well guarded. Do not let the foe enter the arterial highways, for he will steal or destroy your richest merchandise and impoverish your kingdom. To repulse the attacks of the foe you can find no better ammunition than Dr. Pierce's Family Medicines. (Full directions accompany each package.) His Pleasant Purgative Pellets are especially effective in defending the stomach and liver. His Golden Medical Discovery for purifying the blood and arresting coughs and colds. If you wish to become familiar with the most approved system of defense in this warfare, and the history of the foe's method of invasion, together with complete instructions for keeping your forces in martial order in time of peace, you can find no better manual of these tactics, than "The People's Common Sense Medical Adviser," by R. V. Pierce, M. D., of the World's Dispensary Buffalo, N. Y. Sent to any address on receipt of \$1.50. It contains over nine hundred pages, illustrated by two hundred and eighty-two engravings and colored plates, and elegantly bound in cloth and gilt.

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The announcement in another part of this paper of Solid Gold Pens and Holders being sent out at a merely nominal price presents an opportunity which should not be neglected. The articles are exactly as represented and the assurance is given that the same class of goods cannot be purchased at retail for four times the nominal charge required to secure them through this offer—of course the object of Messrs. G. Webber & Co. is to advertise their goods and they evidently have taken an enterprising step in thus letting their goods speak for themselves, relying on a large future demand at fair prices for their profits.

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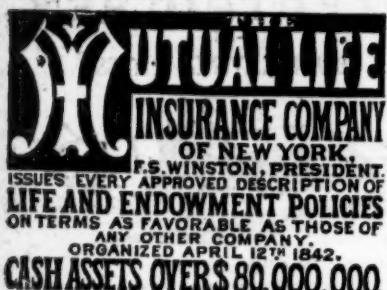
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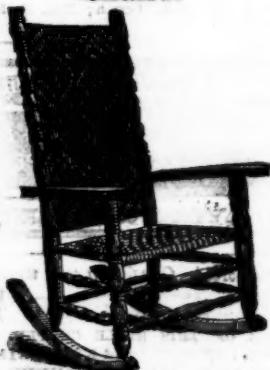
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Reading.

"I remember well, when I came to London, a lad of 19, to enter a public office to earn my bread, with very little knowledge before me of anything except that I had to earn my bread, that an old relative of mine, a dear old lady, who lived down in the country, wrote to me a letter, in which she said: 'My dear Anthony, when you leave your office, always go home, drink tea, and read books.' Now that advice was good, so far as it went. Let me tell you that among my friends, among those nearest and dearest to me, among some who are the wisest that I know, I find men and women who cannot read. They can take a book, open it, and read a line here and there, or read a whole page, as well as I can, or as you can; but still they cannot read. They cannot take a book, sit down with it by their fireside, and be happy."—Trollope.

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Take no other.

Hear, for I will speak of excellent things."

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LADIES find it their best friend. It assuages the pains to which they are peculiarly subject—notably fullness and pressure in the head, nausea, vertigo, &c. It promptly ameliorates and permanently heals all kinds of inflammations and ulcerations.

HEMORRHOIDS or **FILES** find in this the only immediate relief and ultimate cure. No case, however chronic or obstinate can long resist its regular use.

VARICOSE VEINS. It is the only sure cure. **KIDNEY DISEASES.** It has no equal for permanent cure.

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PHYSICIANS of all schools who are acquainted with Pond's Extract of Witch Hazel recommend it in their practice. We have letters of commendation from hundreds of Physicians, many of whom order it for use in their own practice. In addition to the foregoing, they order its use for Swellings of all kinds, Quinsy, Sore Throat, Inflamed Tongue, simple and chronic Diarrhea, Catarrh (for which it is a specific), Chilblains, Frosted Feet, Stings of Insects, Mosquitoes, etc. Chapped Hands, Face, and indeed all manner of skin diseases.

TOILET USE. Removes Sores, Roughness and Smarting; heals Cuts, Eructions and Pimples. It revives, invigorates and refreshes, while wonderfully improving the Complexion.

TO FARMERS—Pond's Extract. No Stock Breeder, no Livery Man can afford to be without it. It is used by all the leading Livery Stables, Street Railroads and first Horsemen in New York City. It has no equal for Sprains, Harness or Saddle Chafings, stiffness, Scratches, Swellings, Cuts, Lacerations, Bleeding, Pneumonia, Colic, Diarrhea, Chills, Colds, &c. Its range of action is wide, and the relief it affords is so prompt that it is invaluable in every Farm-yard as well as in every Farm-house. Let it be tried once, and you will never be without it.

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OUR FACILITIES For the prompt and accurate transaction of the Advertising Business ARE UNSURPASSED by those of any other agency, and are equalled by very few.

OUR ATTENTION Is confined entirely to **Newspaper Advertising**, and for the past eight years we have made its proper handling a special study.

OUR CAPITAL Has been ample, and we have spared no trouble or expense to provide every detail that would in any way conduce to the efficient management of our business.

OUR ARRANGEMENTS Are, as a consequence, unusually systematic, so that we are enabled to guarantee the prompt and strict fulfillment of every order, whether large or small.

OUR BUSINESS Is divided into **FOUR DEPARTMENTS**, each under the supervision of a competent and experienced man, in charge of a corps of trained assistants, and the workings of all are carefully scrutinized by one or the other member of our firm.

OUR CONTRACTS For space or for special rates in the leading papers of the country, which we keep constantly on file, are so numerous, and our relations with them so pleasant, that we can take a man's advertising, and place it where he wants it and as WELL, as PROMPTLY, and as CHEAPLY as can be done by any other agency in the United States.

OUR AGENCY Is already one of the largest of its kind in the country, and we are determined to make it not only the **LARGEST** but the **BEST**. We occupy one entire floor of the Times Building, having a frontage of 50 feet on Chestnut street, and 84 feet on South Eighth street, and have more than twenty employees constantly engaged.

OUR PROFITS Are not derived from the advertiser, but from the newspaper publishers, to whom we become responsible for all orders sent, and by whom we are credited a percentage on each. Again, we pay no commissions for the securing of business, but employ all our men entirely on salary, and are thus able to give at once to the advertiser all the discounts that can be afforded.

OUR ESTIMATES Showing the cost of advertising in any paper or list of papers furnished without charge. It costs nothing to get our figures, and it will pay every advertiser to do so. In asking estimates, please send copy of advertisement; mention space it is to occupy, in lines or inches; name the paper desired, and state length of time for which it is to appear. If undecided as to papers, let us know the places or parts of the country to be reached, and we will suggest a selection. In such cases it is always well to advise us of the amount of money it is proposed to expend. This information helps us to make the most suitable selection for the money, including only the best and cheapest papers to cover the ground.

OUR MANUAL Royal octavo pages is sent free to all who contemplate advertising. It contains carefully prepared lists of leading daily, weekly, and monthly newspapers in the United States and Canada, with valuable information regarding circulation and advertising rates, so arranged and classified that an advertiser can select without difficulty the mediums best suited to any particular purpose. It tells how, when, and where to advertise wisely and cheaply, and will enable you to secure the largest amount of advertising for the least amount of money. Send for it.

OUR GUIDE Is a quarterly magazine, devoted to the interests of advertisers and newspaper publishers; 50 cents per year, paid. Each number is well filled with interesting and instructive reading matter, together with valuable information regarding newspapers. Our aim is to disseminate a more general knowledge of newspaper advertising and the advantages to be gained by it. We therefore make the following offer: to all persons advertising through this agency to the amount of **FIVE DOLLARS**, we will send the Advertiser's Guide, postpaid, without further charge.

OUR PRINTING-OFFICE Is well filled with type proper display of advertisements, and we employ three men exclusively on the work arising from our advertising business. We furnish, without expense to the advertiser, a proof showing just how his advertisement will look in type. Our compositors having for years made this branch of type-setting a study, know how to reduce an advertisement into the smallest compass consistent with its proper display, and thus enable us to secure the largest amount of publicity in the least possible space, and consequently for the smallest expenditure of money.

OUR ADVANTAGES Are numerous, and we offer them all selves of our unsurpassed facilities, and shall be glad to correspond with any who contemplate the expenditure of any money in newspaper advertising.

OUR OFFICES Are the most elegant and convenient that have ever been arranged for the advertising business, possessing all the facilities which experience has shown to be requisite or desirable.

They are at all times open for inspection, and we take pleasure in showing their inside workings to any who may call. In conclusion, allow us to ask that you

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Cut this out, and enclose it with \$2.50, on receipt of which we will send you the paper for one year. Write name and address plainly.

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